

Constance Jackson:

I am pleased to inform you that To The Top has been granted probationary approval status by the Michigan Department of Education (MDE) to be a provider of supplemental educational services (SES) under Section 1116(e)(4) of Title I of the *Elementary & Secondary Education Act*, as amended by the *No Child Left Behind Act of 2001*. The list of approved providers for the 2011-12 academic year will be posted on MDE's website at www.michigan.gov/mde-ses. Please read the attached information regarding your probationary status as a new state-approved SES provider.

Each local school district or public school academy with a Title I school that has failed to make adequate yearly progress for three or more consecutive years will provide parents with a list of approved SES providers in their area. Each district will contact you, the provider, to begin negotiating an SES contract.

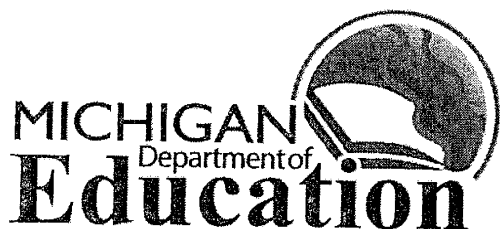
In addition, MDE is required to develop and implement methods for monitoring the quality and effectiveness of the SES provided. To meet this requirement, MDE is currently engaged in a formal evaluation of currently approved providers. MDE will be required to withdraw approval if a provider fails for two consecutive years to contribute to improved academic achievement for the participating students.

All newly approved SES providers in Michigan must attend an orientation session. Within the next 30 days you will receive a separate communication with the date and time of the orientation session.

Your probationary status will be reviewed after the completion of the 2011-12 academic year. Providers that have met the probationary requirements will be granted full approval status. Those that have not met the probationary requirements will be considered on a case by case basis. This may result in either an additional year of probation or removal from the state approved SES provider list. There is no appeal process; all decisions made by MDE are final.

Thank you for your interest in working with students who need additional educational opportunities in order to improve their academic skills. If you have any questions regarding SES, please contact Greg Olszta, SES Consultant, at 517-241-4715 or MDE-SES@michigan.gov.

Mark Coscarella, Assistant Director
Office of Education Improvement & Innovation



OFFICE OF SCHOOL IMPROVEMENT

SUPPLEMENTAL EDUCATIONAL SERVICES PROBATIONARY STATUS INFORMATION

2011-12 PROBATIONARY STATUS - IMPORTANT!

All newly approved SES providers are placed on probationary status for one year.

During the Probationary Period, Providers Must:

- a) Attend the SES new provider orientation session presented by the Michigan Department of Education
- b) Participate in any other school district or State sponsored SES training that is mandatory for new providers

During the Probationary Period, Providers are subject to:

- a) All applicable local, state, and federal laws, policies and agreements related to the provision of supplemental educational services
- b) This includes, but is not limited to:
 - o Title I, Part A, Section 1116
 - o United States Department of Education (USED) SES Non-Regulatory Guidance of January 14, 2009
 - o Michigan's Assurances and Code of Ethics for SES providers
 - o Contracts with individual school districts or public school academies (PSAs)

Failure to meet any of the above requirements will lead to immediate corrective action, leading up to and including removal from the state approved SES provider list.

At the conclusion of the probationary year, each newly approved SES provider will go through a final review process for determination of status.

In order to be granted full approval (non-probationary) status, providers must:

- a) Have met all requirements above or have a valid explanation, if a requirement is not met.
- b) Provided services for eligible students
- c) Be free of any corrective action or pending corrective action

The MDE will review provider status and decide on one of the following options:

- a) Full approval
- b) An additional year of probation
- c) Removal from the state approved SES provider list

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Approved List does not guarantee that an SES provider will be selected by parent(s)/legal guardian(s) to provide services.



Office of Education Improvement & Innovation

Supplemental Educational Services
Application Review Consensus 2011-2012

Entity Name: To the Top, LLC

Criterion	Consensus Score	Min Score Needed	Min score Met?	Comments
1	29	20	Yes	Invoice could say total billable hours, due by date & perhaps the specific student/company name for clarity.
2	10	10	Yes	Excellent, but mentions nothing about effect in MI regarding scores or the positive feedback from constituents. Include testimonials.
3	9	7	Yes	When talking about time on task, be more specific.
4	10	7	Yes	Loved the learning objectives!
5	9	7	Yes	Is training ongoing?
6	9	7	Yes	How do forms of analysis identify gaps?
7	9	7	Yes	Doesn't talk about reluctant parents. Very accommodating!
8	5	3	Yes	I loved how you outlined every section of the application! It made reading and scoring very easy.
9	0	-	-	-
Application Total	90	Met Min in all Criteria?	Yes	

Hourly Rate Calculation			35
\$2000 ÷	\$45.00	= 45	
Per pupil Allocation	Maximum fee per hour	Calculated hours of instruction	Minimum number of hours required for student to achieve their individualized learning goals

Is the total application score 85 or greater?	Yes
Did the application met the minimum in each criterion?	Yes
Is the hourly rate calculation sufficient?	Yes
Does the applicant entity ever lower the hourly rate to guarantee each student receives a specific # of service hours?	Yes
Is the application recommended for approval?	Yes

SECTION A. BASIC PROGRAM INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information regarding each category.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case by case basis. This includes, but is not limited to, information changes in the following categories:

- Tutor qualifications
- Grade level
- Hourly rate
- Maximum and minimum number of students
- Curriculum
- Service session information
- Tutor/Student ratio
- Service area

Instructions : Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number:

2. Legal Name of Entity:

To The Top, LLC

3. Name of Entity as you would like it to appear on the Approved List:

To The Top

4. Entity Type:

- ☒ For-profit
☐ Non-profit
☐ Michigan corporation
☐ Corporation organized in another state
☐ Individual

5. Check the category that best describes your entity:

- ☒ Business
☐ Child Care Center
☐ Community-Based Organization
☐ Educational Service Agency (e.g., RESA or ISD)
☐ Faith-Based Organization
☐ Institution of Higher Education
☐ Other (specify):
☐ School District(LEA, ISD)

Provide Michigan (or other state) Corporation ID number

D1788N

NOTE: An LEA or an ISD that is identified for Improvement, Corrective Action, or Restructuring as a district is NOT an eligible applicant.

6. Applicant Contact Information (Only the two individuals listed on this application will have access to the information contained within the application)

Name of Contact: *

☐ Mr. ☒ Ms.

First Name: Constance

Last Name: Jackson

Phone: * (313) 863 - 9197 e.g. (xxx) xxx - xxxx

Fax: * (313) 863 - 9197 e.g. (xxx) xxx - xxxx

Street

Address: 18498 Birchcrest Dr.

*

City: *

Detroit

State:

* MI

Zip: * 48221

E-Mail: tothetoptutoring@hotmail.com

Website N/A

7. Local Contact Information (This contact information will be published)

Name of Contact: *

☐ Mr. ☒ Ms.

First Name: Constance

Last Name: Jackson

Phone: * (313) 863 - 9197 e.g. (xxx) xxx - xxxx

Fax: * (313) 863 - 9197 e.g. (xxx) xxx - xxxx

Street

Address: 18498 Birchcrest Dr.

*

City: *

Detroit

* MI

Zip: * 48221

State:

E-Mail: * tothetoptutoring@hotmail.com

Website: N/A

8. SES History:

Is the applicant entity a current or past approved SES provider in Michigan under applicant entity name or any other name?

Current SES provider? ☒ Yes Provide entity name:

Education Fundamentals LLC

Past provider? ☐ Yes List previous provider company name(s):

Is the applicant entity a current or past approved SES provider in any other state?

☐ Yes ☒ No

If yes, list the state(s) in which entity has been an approved SES provider:

Has the applicant entity ever had any official action taken against it by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or other approval as a provider of educational services to state or local educational agencies (LEA)?

☐ Yes ☒ No

If yes, explain:

Have any other individuals associated with or providing support to this applicant entity ever been an SES provider that had any official action taken against them by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or as a provider of other education related services to a state or LEA?

☐ Yes ☒ No

If yes, explain:

9. Service Area:

List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. By indicating that you will serve a specific district (or all districts, if you indicate "Statewide"), you agree to provide services to any student in that district whose parent(s)/legal guardian(s) select you as their provider within minimum and maximum capacity. Additionally, you may only enroll students from the districts identified in this application, and you may not add additional districts once the application is approved.

☐ Statewide

Intermediate School Districts and Individual School District Choices

Detroit City School District

Flint City School District

10. Conflict of Interest Disclosure:

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. administrative staff, school board member)?

☐ Yes ☒ No

What school district are you employed by or serve:

N/A

In what capacity are you employed by or do you serve (position title):

N/A

A school or school district may apply to become an approved SES provider. However, the administration of the SES program by the school or district must be separate and distinct from the school or district's SES provider entity. In effect, the school or district's SES provider entity must function and behave as if it were an outside organization. A potential conflict of interest, even if disclosed, may be reason to deny the application or to deny the approval of the applicant to serve one or more districts requested in the application.

11. Place of Service:

Check the location(s) that best describe(s) where you intend to deliver services to students. If you select "Via Technology," please use the Criteria 2 narrative to identify the type of technology used, describe where the students will access the service and whether it is distance learning. Describe how the session will be facilitated and monitored.

- ☒ Community Center
☒ LEA Facility (Checking this box does not guarantee space will be available in district buildings to offer tutoring. SES Providers must work with each district to gain access to school facilities. Space in school buildings varies by district).
☐ Place of Business
- ☒ Place of Religious Worship (e.g., church, synagogue, mosque, temple)
☒ Student's Home
☐ Via Technology (site-based)
☐ Online
☐ Other (specify): _____

12. Transportation:

Do you provide transportation? (If "yes", Districts will require additional insurance.)

- ☐ Yes ☐ No ☒ At select sites only

13. Subject Areas:

Check all that apply.

- ☒ English language arts ☒ Mathematics ☐ Science ☐ Social studies

Providers must offer tutoring in English Language Arts and/or math. Newly approved providers may offer additional tutoring in science and/or social studies. Previously approved providers wishing to add tutoring in science or social studies must have submitted a written request to MDE detailing the elements of the instructional design and connections to Michigan's content standards for these subjects.

14. Grade Levels:

List each grade to be served. The program described must address each of the grade levels indicated.

- | | | |
|---------------------------------------|---------------------------------------|--|
| <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 9 |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 11 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 8 | <input checked="" type="checkbox"/> 12 |
| <input checked="" type="checkbox"/> 4 | | |

Note: Applicants proposing to serve grade levels 7-12 and to provide tutoring in **math and science** to grade levels 7-12 will receive **5 bonus points** to be added to the total score. **NOTE:** Both **math and science** must be proposed for grades 7-12 in order to receive bonus points!

15. Minimum Number of Students:

Indicate the minimum number of students needed in order to provide services in each district. 25

16. Maximum Number of Students:

Indicate the maximum number of students that may be enrolled in each district. This number should allow the applicant entity to maintain quality service and results. 500

17. Specific Student Populations:

Indicate which sub-groups the applicant entity will be qualified to serve:

English Language Learners (ELL)

- ☒ Yes ☐ No

If yes, in which language:

Bengali, Spanish, Arabic

Students with Disabilities:

- ☒ Yes ☐ No

If yes, which disabilities:

Learning Disabled & Emotionally Impaired

18. Session Information:

Ideally, how many days per week would a student be scheduled for services?

3 days

Ideally, for how long each day would a student receive services (in minutes)?

120 minutes

How many hours are required for a student receiving tutoring in your program to achieve their individualized learning goals?

35 hours

Applicants must ensure that the maximum hourly rate identified in number 19 of this application is low enough to allow for the number of hours required to achieve individualized learning goals or that this number is equal or lesser than the guaranteed number of service hours you identify in number 18.

19. Hourly Rate:

List the maximum fee per hour of instruction, per student. \$45.00

The MDE does not allow approved SES providers to charge fees outside of the maximum fee per hour of instruction, per student identified above. The hourly rate should include the cost for all program expenses including, but not limited to: facility expenses, administrative costs, assessment materials, salaries, equipment, software and instructional materials.

Once approved, providers may not exceed the maximum hourly rate indicated above during the academic year identified in this application. Changes in hourly fees may be requested in writing to the MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the change in the charges. Any increase in rates or fees must receive approval from the MDE prior to implementation.

Does your program ever lower the hourly fee to guarantee each student receives a specific number of service hours?

☒ Yes ☐ No

If yes, what is the guaranteed minimum number of service hours each student receives: 30

Applicants must ensure that the maximum hourly rate you identify in this section is low enough to allow for the number of hours required to achieve individualized learning goals you identified in number 18 or that this number is equal to or lesser than the guaranteed number of service hours you identified here in number 19.

20. Tutor/Student Ratio:

Indicate the maximum number of students who will be assigned to each tutor per session. Student/tutor ratios should fall within the following ranges:

- 1-5 students:1 tutor for non-computer based instruction
- 1-8 students:1 tutor for computer based instruction in a classroom or lab setting
- 1-30 students:1 tutor for online instruction with an off-site facilitator

5 students:1 tutor—Non-Computer based instruction
0 students:1 tutor—Computer-based instruction (classroom setting)
0 students:1 tutor—Online instruction (off-site facilitator)

21. Program Summary:

Please summarize your program in a narrative form. The description should be 1,000 characters or less and include the following information::

- Your approach or model of instruction, including assessment and goal-setting procedures;
- The structure of a standard tutoring session including length of sessions, frequency of sessions, length of sessions and student /teacher ratio;
- The instructional materials that will be used; and
- Tutor qualifications.

Please note that this summary will be used by the MDE and/or by the LEAs you serve to describe your services to parent(s)/legal guardian(s) and/or to the public. The MDE reserves the right to edit your description for space considerations, but will not edit for spelling errors or typos. It is highly advised that you proofread your program description carefully.

Minimal rewards, up to a total of \$20.00 per student annually, are allowed for attendance or achievement, but may not be advertised in the program description. Technology-based providers that allow students to keep computers at the completion of services may not disclose this information in the program summary.

To The Top offers small group, in-person tutoring in Reading and/or Math to students in grades K–12. Using workbooks from nationally recognized publishers of educational material, our tutors guide students through their Reading or Math lessons, working in small groups of up to 5 students per tutor, for 1–2 hour sessions, up to 3 times per week. Our tutors, who are typically state-certified teachers and who have all earned at least their bachelor's degree in a related field, pre-test all students to determine their specific academic needs and skill level. All of our individualized Student Learning Plans are collaboration between the tutors, students, parents/guardians, the student's classroom teachers, and district representatives. Parents/guardians must approve all learning goals and timetables before tutoring begins. All tutoring sessions take place in a convenient location after school, before school, on weekends, and/or during the summer.

SECTION B. CRITERIA

Instructions: All responses must comply with stated word or character limits, where applicable. Figures such as tables, charts, graphs can be uploaded at the end of the application, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited. Use American Psychological Association

(APA) citation style when referencing your research and provide a reference list that includes every in-text citation. The Reference List should be uploaded in the online application, Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL:

<http://www.library.cornell.edu/resrch/citmanage/apa>

Applications that contain plagiarized information will not be considered.

Criterion 1 (30 points):

Financial Soundness and Management Structure

Rationale: The No Child Left Behind Act of 2001 (NCLB) Section 1116(e)(12)(B)(iii) requires providers to be financially sound. Your application will be evaluated on your ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation.

Required Documentation: Attach the following documents which will be used to determine that your entity is financially sound. **ALL of these items are required.**

- **Cash-on-Hand:** Applicants must provide evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution. The amount identified should be enough to cover all projected revenue and expenses for **at least six months for the maximum number of students per district** identified in the application. Narrative text that states the money is available is not sufficient evidence of cash-on-hand.
NOTE: Tax documents are not considered evidence of cash-on-hand. Applications submitted with tax documents as evidence of cash-on-hand are considered incomplete and will not be reviewed.
- **Cash Flow:** Applicants must provide an organizational cash flow that accounts for and details all **monthly projected revenue and expenses for at least twelve months, ending in June 2012.**
- **Expense Minimum:** Applicants must provide a comprehensive list of expenses necessary to serve the **the minimum number of students per district** identified in the application (See Section A, "Basic Program Information" #15).
- **Expense Maximum:** Applicants must provide a comprehensive list of expenses necessary to serve the **maximum number of students per district** as identified in the application (See Section A, "Basic Program Information" #16).
- **Corporate Organization:** Applicants must provide a copy of their business license, if applicable, and formal documentation of corporate legal status as a corporation organized in Michigan or another state (must include copy of certificate of incorporation identifying the state issued corporation ID number), and if relevant, proof of 501(c)(3) tax-exempt status).
- **Insurance:** Applicants must provide a copy of their liability insurance or a recent quote (60 days or less from date of application submission) from an insurance agency that reflects your intent to obtain general liability insurance (Note: the cost of insurance should be included in the cash-flow document and also in the comprehensive list of expenses for the minimum and maximum number of students per district);
NOTE: individual school districts may require additional professional liability insurance coverage.
- **Billing and Payment:** Applicants must provide sample invoices and other business documents for tutoring services identifying that a management structure related to billing and payment for tutoring is in place.
- **Financial Narrative:** Applicants must provide a one-page narrative explaining how the financial documents listed above represent a strong business plan.

The financial documents should only identify revenue and expenses for the Michigan applicant entity. If the applicant entity is part of a national franchise, for instance, only the revenue and expenses directly related to this Michigan applicant entity should be identified in the financial documents. Likewise, if the applicant operates other businesses, the costs associated with these businesses should not be included in the budget. Revenue associated with other businesses may be a viable contribution, but should have sufficient documentation.

Criterion 2 (15 points):

Demonstrated Record of Effectiveness in Increasing Student Academic Achievement

Rationale: Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards [NCLB Section 1116(e)(4)(B)]. In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: Your application will be evaluated on your ability to demonstrate your record of effectiveness in Michigan and/or other state(s) in increasing academic achievement, particularly for low-income and/or underachieving students, in the subjects and grade levels in which you intend to provide services. Data that provides evidence of a positive impact on Michigan state assessments will provide the applicant with the opportunity to enhance the score for Criterion 2.

If you have served students as a SES provider in other states but not in Michigan, provide data documenting your effectiveness in those states.

If you have not served students as an approved SES provider, the requirements apply to the instructional program that you propose to use in Michigan.

Evidence that will be considered includes:

- Data that demonstrate a positive impact on national, Michigan, another state's, and/or district assessments;
- Data that demonstrate a positive impact on other independent, valid and reliable assessments (e.g., provider-administered assessments, teacher-administered content area assessments);
- Data that demonstrate a positive impact on course grades;

- Data that demonstrate positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program)
- Data that demonstrate a positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).
- Feedback from constituent groups (parent(s)/guardian(s), students, LEAs) about the effectiveness of the proposed delivery model, the instructional program in the intended subject areas and grade levels, particularly for low-income and/or underachieving students.

Narrative (limit 7,880 characters): Cite and reference available research studies (as appropriate) and **provide data** that indicate the instructional program has a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services, particularly for low-income and/or underachieving students.

- Use American Psychological Association (APA) citation style when referencing your research and provide a Reference List that includes every in-text citation. The Reference List should be uploaded in Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL: <http://www.library.cornell.edu/resrch/citmanage/apa>

If you intend to serve students with disabilities or students with limited English proficiency, cite and reference available research studies (as appropriate) and **provide data** that indicate the positive impact your program is expected to have on the academic achievement of those student population(s).

As a new provider, To The Top has developed an instructional program for Math and English Language Arts (ELA) for K–12 students using instructional materials proven effective at raising student achievement on state and district assessments. The following is a listing of our instructional materials organized by subject and grade level:

ELA: (Grades K–5) Afterschool Achievers: Reading Club, published by Great Source; and (Grades 6–12) Reading and Writing Sourcebook, published by Great Source.

MATH: (Grades K–8) Afterschool Achievers: Math Club, published by Great Source; and (Grades 9–12) Straight Forward Large Math series (Algebra 1, Algebra 2, Algebra 3, and Geometry), published by Garlic Press.

Below are examples of how our instructional program has had a positive impact on various state and district assessments:

STATE ASSESSMENTS (Florida): Studies of elementary students in Florida taking the statewide assessment, FCAT, show that use of the Afterschool Achievers: Reading Club has a positive impact on raising student achievement. Studies in two elementary schools (referred to as Elementary Schools #2 and #3) in Florida both show that the percentage of students who scored at or above grade level on the FCAT increased after working with the Afterschool Achievers: Reading Club curriculum. (www.greatsource.com/GreatSource/pdf/AA_Reading_Res_Effect-904.pdf)

*** Elementary School #2: GRADE 5 – During the 2003–04 school year (before implementation of Afterschool Achievers: Reading Club) 47% of students scored at or above grade level; in 2004–05, after the implementation of the Afterschool Achievers: Reading Club curriculum, this total INCREASED BY 20 PERCENTAGE POINTS, with 67% of GRADE 5 students scored at or above grade level on the FCAT.

*** Elementary School #3: GRADE 5 – During the 2003–04 school year (before implementation of Afterschool Achievers: Reading Club) 45% of students scored at or above grade level on the FCAT; in the 2004–05, after the implementation of the Afterschool Achievers: Reading Club curriculum, this figure INCREASED BY 11 PERCENTAGE POINTS, with 56% of students scoring at or above grade level on the FCAT.

STATE ASSESSMENTS (California): The Reading & Writing Sourcebooks have been shown to be effective at raising student achievement, with achievement gains among populations with high percentages of low-income and ELL students. (www.greatsource.com/GreatSource/pdf/SourcebookResEffect505.pdf)

*** Thomas A. Edison Middle School: A primarily Hispanic middle school in Los Angeles, Calif., with 53.7% of its student body categorized as ELL and 84% of the student body qualifying for free or reduced school lunch; this school implemented the use of the Reading and Writing Sourcebooks during the 2003–04 school year. Following are their effectiveness results:

GRADE 6: Use of the Reading and Writing Sourcebooks is associated with an increase in the percentage of students scoring "Basic" or "Better" on the California Standards Test. In 2002–03 (before implementation of the Reading and Writing Sourcebooks), 37% of students in this grade scored Basic or Better; but in 2003–04 (after implementation of the Reading and Writing Sourcebooks), this number INCREASED BY 8 PERCENTAGE POINTS, with 45% of students in GRADE 6 scoring Basic or Better.

GRADE 7: use of the Reading and Writing Sourcebooks is associated with an INCREASE in the percentage of students scoring Basic or Better on the California Standards Test. In 2002–03 (before implementation of the Reading and Writing Sourcebooks) 36% of students in GRADE 7 scored Basic or Better; in 2003–04 (after implementation of the Reading and Writing Sourcebooks), this number INCREASED BY 7 PERCENTAGE POINTS, with 43% of students in this grade scoring Basic or Better.

*** Henry T. Gage Middle School: This Huntington Park, Calif., school has an ELL population of 46.3% with 84.3% of the total student body qualifying for free or reduced lunches. The Reading and Writing Sourcebooks were used during the 2003–04 school year, and correlate with an increase in student achievement. In 2002–03 (before implementation of the Reading and Writing Sourcebooks) 41% of students in GRADE 6 scored Basic or Better on the California Standards Test; in 2003–04 school year (after the implementation of the Reading and Writing Sourcebooks) 52% of students in GRADE 6 scored basic or better, for a GAIN IN STUDENT ACHIEVEMENT OF 9 PERCENTAGE POINTS. In 2002–03 (before implementation of the Reading and Writing Sourcebooks) 41% of students in GRADE 7 scored Basic or Better on the California Standards Test; in 2003–04 (after the implementation of the Reading and Writing Sourcebooks) this number INCREASED BY 3 PERCENTAGE POINTS, with 44% of students in GRADE 7 scoring Basic or Better.

*** Drew Charles Middle School: This school in Los Angeles, Calif., has an ELL population of 49.2% with 84.4% of the total student body qualifying for free or reduced lunches. The Reading and Writing Sourcebooks were use during the 2003–04 school year, correlating with an increase in student achievement. In 2002–03 (before implementation of the Reading and Writing Sourcebooks) 38% of students in GRADE 6 scored Basic or Better on the California Standards Test; in 2003–04 (after the implementation of the Reading and Writing Sourcebooks) this number INCREASED BY 4 PERCENTAGE POINTS, with 42% of students in GRADE 6 scored Basic or Better on the California Standards Test.

DISTRICT ASSESSMENTS: Data collected from 34 different elementary schools in California showed that the use of Afterschool Achievers: Math Club could be correlated with increases in student achievement. (www.greatsource.com/GreatSource/pdf/AA_Math_RPE_9_04.pdf)

*** The Lawndale School District: This district in Lawndale, Calif., is 63% Hispanic with a student poverty rate of 16%. Research examining elementary students in this district using an independent assessment found significant gains in student achievement associated with Afterschool Achievers: Math Club. Average scores for students in grades K-5 showed consistent gains between pre- and post-tests in the following areas of mathematical knowledge:

TEST STRAND	PRE-TEST	POST-TEST	GAIN
Numbers	67.6	77.3	9.7
Basic Operations	65.3	80.7	15.4
Geometry	69.9	80	10.1
Measurement	59.8	72.2	12.4
Algebra and Patterns	70.4	76.1	5.7

*** Monterey Peninsula Unified School District: This district in Marina, Calif., is 28% Hispanic, and 14% African American. Research examining elementary students in this district using an independent assessment found significant gains in student achievement associated with Afterschool Achievers: Math Club. Average scores for student in grades K-5 showed consistent gains between pre- and post-tests in the following areas of mathematical knowledge:

TEST STRAND	PRE-TEST	POST-TEST	GAIN
Numbers	63.8	67.4	3.6
Basic Operations	67.6	75.1	7.5
Geometry	70.4	73.1	2.7
Measurement	59.3	61.5	2.2
Algebra and Patterns	60	66.1	6.1

OTHER INDICATORS: Following the recommendations of the National Council of Teachers of Mathematics (NCTM), our 9-12 math curriculum is based on principles designed to facilitate conceptual understanding and math knowledge construction, which research correlates to an overall increase in student academic achievement in the classroom. (NCTM. (2000). Professional standards for school mathematics. Reston, VA: author.)

Criterion 3 (10 points):

Evidence of a High Quality, Research-Based Instructional Program Designed to Increase Academic Achievement

Rationale: By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant's ability to demonstrate that the instructional program is (1) high quality and research-based, designed to increase student academic achievement; (2) aligned to Michigan content standards (e.g., Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant proposes to serve. You must describe the findings of any academic research that support major elements of your instructional program. See also, the Michigan Department of Education website for the Common Core State Academic Standards:

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html

Major elements must include:

- Instructional strategies;
- Time on task;
- Special instructional materials;
- Use of technology; and
- Other relevant program components.

Narrative (limit 7,880 characters): Clearly and specifically explain the ways in which the instructional program is (1) high-quality and research-based, and designed to increase student academic achievement; (2) aligned to Michigan content standards for the grade levels the applicant intends to serve.

Describe the findings of any academic research that supports the major elements of the instructional program. Major elements must include instructional strategies, time on task, special instructional materials, use of technology, etc. Cite and reference available research studies (as appropriate) and **provide data** that supports your position and findings. **Use APA citation style as described in Criterion 2.**

To The Top provides in-person, small group tutoring in English Language Arts (ELA) and Math for students in grades K-12, using consumable workbooks from nationally recognized publishers. We provide services before school, after school, on weekends, during school intercessions, and throughout the summer, at the student's school or at a nearby community center, LEA facility, or religious facility. We also offer 1:1 tutoring in the student's home when need indicates. We support special student populations such as English Language Learners and Students with Disabilities.

Our instructional strategies and curricular materials are high-quality, research-based, align with the Michigan Content Standards (MCS) and the Common Core State Academic Standards, and are consistent with the academic programs our students experience in their regular classrooms. Our ELA/Reading program follows the recommendations of the National Reading Panel, (2000) as demonstrated below. Our Math program is a targeted intervention program designed in accordance with the recommendations of the National Council of Teachers of Mathematics (2000), which include Numbers & Operations, Measurement & Geometry, Data Analysis, Problem Solving, Proof, and Contractions. Our curricular materials identify and re-teach basic skills, develop problem-solving skills, and offer practice with real-life applications.

Instructional strategies utilized in our program include:

DIFFERENTIATED LEARNING — We identify students' different learning needs, and implement strategies to meet diverse learning styles. Tutors closely monitor student performance, and can immediately adapt the pacing and instruction to ensure the student is on track to meet their learning goals. With the varied abilities of students, it is necessary to differentiate instruction to accommodate the variations in prior knowledge among the students, and to meet individualized needs. Research shows that differentiated instruction enhances student academic gains in math (Ellis, Ellis, Huemann & Stolarik, 2007) and is highly effective in helping students improve their Reading skills, especially for students with learning challenges such as dyslexia (Berninger & Wolf, 2009).

DIRECT INSTRUCTION: Aided by our MCS-aligned curricular materials, To The Top's tutors provide direct instruction to explain new concepts or introduce new skills to struggling students. Direct Instruction is effective in improving skills for struggling readers (Rupley, Blair & Nichols, 2009) and is considered a hallmark of math intervention (Smith & Geller, 2004).

MANIPULATIVE MATERIALS: To The Top's program incorporates multisensory learning tools (manipulatives). Recent research (Xiong, 2010) shows that when educators incorporate manipulatives in their instruction, it enhances student cognitive learning and retention of math facts. Using manipulatives promotes student achievement, keeps students engaged, maximizes time on task (Kim, Vaughn, Wanzek & Wei, 2004) and "has a positive effect on student achievement" (Ruzic & O'Connell, 2001).

SMALL GROUP INSTRUCTION: Once we determine the skill levels and needs of students enrolled in our program, we place students working at similar skill levels in small groups. To The Top's small group model allows tutors to provide flexible instruction; deliver focused, tailored attention; and to quickly adapt the pace and emphasis of instruction according to student needs. A small group model creates a collaborative learning environment, in which students have opportunities to participate in interactive oral activities. Research shows that small group instruction is highly effective in raising student achievement, particularly for high-risk learners (Musti-Rao & Cartledge, 2007).

TIME ON TASK: To The Top's tutors provide ample time on task to ensure that each student meets the goals and benchmarks established by the student's individualized learning plan. Sufficient time on task is a basic predictor of academic achievement (Bransford, Brown & Cocking, 2000).

Our research-based curriculum includes:

ELA (K-5) — Great Source's Afterschool Achievers: Reading Club addresses the five essential elements described by the National Reading Panel in their 2000 report, "Teaching Children to Read," including: **PHONEMIC AWARENESS** — Lessons that teach phonological and phonemic awareness appear in Word Games and Building Block strands. Students learn to clap syllables in words and match words with the same phonemes to gain awareness of the sounds of language; **PHONICS INSTRUCTION** — Building Words strands provide meaningful phonics lessons. Students build words with letter cards, rearrange words to create new words, and practice working with words that have the same phonogram; **FLUENCY** — The Read Out Loud strand fosters reading fluency; tutors model how to read fluently and demonstrate how to read different texts to best convey the author's meaning; students have frequent practice in small groups; **VOCABULARY** — Students expand their reading vocabulary in the Word Games strand; activities include word classification, words parts, synonyms and antonyms, homophones, homographs, parts of speech, and idioms. Students also work together to generate descriptive words and explore word meanings; and **COMPREHENSION** — Think about Reading activities include comprehension strategies such as making connections, making predictions, summarizing, monitoring, understanding, and visualizing. Students write responses, practice strategies, and use graphic organizers to aid comprehension.

ELA (6-12) — Great Source's Reading and Writing Sourcebooks. The research-based Sourcebooks target delayed and struggling readers, and provide a systematic approach to vocabulary development through interactive lessons on word meanings and word structure. Short, leveled passages are selected from a variety of genres, which promotes students' interest in reading (Morrow, 2001). The Sourcebooks are organized around themes that are of interest to students, which enhances language development (Heilman, Blair & Rupley, 2002). Reader response activities are built into each lesson, which research shows is

essential to supporting and motivating struggling readers, and increasing reading comprehension skills (Ruddell, 2002).

MATH (K-8) — Great Source's Afterschool Achievers: Math Club is aligned to the Principles and Standards of School Mathematics developed by the National Council of Teachers of Mathematics (2000). Lessons focus on: (K-2) simple patterns, shape recognition, counting, matching and spatial visualization; (2-3) understanding patterns, solving increasingly difficult open sentences, identify geometric figures, develop knowledge of time/ money; (4-5) number operations, more complex patterns, measurement, rational number concepts; and (6-8) number sense, geometry, estimation, measurement, spatial visualization, place-value concepts, meaning of fractions/ decimals, proportional reasoning, collection, organization/ display of data, pattern recognition, and use of variables to express relationships.

MATH (9-12) — Garlic Press' Straight Forward Large Math Series (Algebra Book 1, Algebra Book 2, Algebra Book 3, and Geometry). The series is organized around mathematical concepts and higher skill level topics. For Algebra Book 1, topics include: distributive law; linear equations; exponential properties; polynomials; and factoring polynomials. Algebra Book 2 includes: graphing linear equations; systems of equations; rational & radical expressions; and quadratic equations. Algebra Book 3 includes: matrices; probability concepts; factorials; sequence summation notation; and statistical concepts. Geometry includes: congruent figures; polygon properties; Pythagorean theorem; and perimeter, area and volume.

Please see Section E for a complete list of research citations.

Criterion 4 (10 points):
Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Connection to Content Expectations

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (*Final Title I Regulations of October, 2008*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate the instructional program's connection to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.

Narrative (limit 1,970 characters): Describe how the instructional program connects to specific Michigan content standards. The applicant entity must **provide sample student learning objectives and demonstrate alignment** to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve. See also, the Michigan Department of Education website for the Common Core State Academic Standards: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--00.html Cite and reference available research studies (as appropriate) and provide data that supports your position and findings. **Use APA citation style as described in Criterion 2.**

We use high-quality curriculum from educational publishers Great Source and Garlic Press for English Language Arts (ELA) and Math students in grades K-12. Our curriculum aligns with the Michigan Grade Level Content Expectations (GLCE), High School Content Expectations (HSCE), Course/Credit Requirements, and the Michigan Curriculum Framework. The following are examples of specific Student Learning Objectives within our curriculum, and their alignment with Michigan Content Expectations:

ELA: Grade 3 GLCE: R.WS.03.07 "Apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text." * We align with this standard in Great Source's Afterschool Achievers: Reading Club, Grade 3. LEARNING OBJECTIVES include reading with expression, responding to punctuation, using meaningful phrasing and tone.

ELA: Grade 10 HSCE: 2.1 "Develop critical reading, listening, and viewing strategies." * We align with this standard in Great Source's Reading and Writing Sourcebook. This workbook includes the unit, "Literature: Zora Neal Hurston." LEARNING OBJECTIVES include critical analysis and writing about text.

MATH: Grade 1 GLCE: N.ME.01.05 "Understand that a number to the right of another number on the number line is bigger and that a number to the left is bigger." * We align with this standard in Great Source's Afterschool Achievers: Math Club, Grade 1. LEARNING OBJECTIVES include understanding relative position and magnitude of whole numbers.

MATH: Algebra I HSCE A3.3.1 Write the symbolic form and sketch the graph of a quadratic function given appropriate information. * We align with this standard in Garlic Press' Algebra: Book 2, Chapter 5, "Quadratic Equations." LEARNING OBJECTIVES include graphing quadratic equations and understanding how coefficients affect the shape and direction of a parabola.

Criterion 5 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Staff Qualifications

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that there is a process for ensuring staff is qualified to deliver the required program, content and instruction, and there is a plan for ongoing professional development and supervision. This section should include:

- Clearly defined instructor qualifications
- Evidence that instructors possess the minimum of a high school diploma
- Evidence that a systematic plan for professional development is in place that includes the following:
 - Instructional strategies
 - Focus on student learning
 - Assessment & communication of progress to students, parents, and LEAs
 - Documentation of tutoring sessions and student progress
 - Differentiation of instruction based on diagnosed student needs
 - Feedback to students and employees

Narrative (limit 1,970 characters): Describe the process for ensuring staff is qualified and describe plans for ongoing professional development and supervision. The plan must be detailed and specific.

QUALIFICATIONS: We require our tutors to have a four-year degree in a relevant field, and possess excellent classroom management skills. We prefer that our tutors be state-certified teachers with experience working in Title I schools and with low-income and culturally diverse student populations. Occasionally we hire un-certified teachers but only in special circumstances. We also prefer that our tutors who are working with Students with Disabilities (SWD) have a special education certification. We occasionally hire paraprofessionals to assist SWD, and look for bilingual tutors to assist our English Language Learners.

TRAINING: New tutors attend a 2-3 hour initial training, where we introduce the essential operation of our program. Our Director works with tutors to review our curriculum and instructional strategies; set expectations for daily instruction; and review assessment tools and lesson plans. Tutors also learn how to assess their students' academic progress; document their tutoring sessions; write progress reports; and delivering these reports to students, parents and districts. Tutors are trained on how to create and adhere to student learning plans; understand the process behind grouping students according to needs; differentiate instruction based on diagnosed student needs; and provide feedback throughout the program to students, parents, classroom teachers, district representatives, and the tutor's own supervisors.

ONGOING PROFESSIONAL DEVELOPMENT: Our Site Coordinator is responsible for the ongoing support, direct supervision and supplemental training of our tutoring staff. The Site Coordinator visits tutoring sites daily to monitor our tutors. Tutors who are struggling with any aspect of our program can be identified and supported in correcting the problem. Annually, we offer two professional development sessions, taught by our Director and relevant outside experts, which cover topics such as: Instructional strategies; working with low-income and culturally diverse students and communicating with parents/guardians.

Criterion 6 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Assessment of Student Need

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that a specific process is used to assess student need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. The applicant must:

- Provide evidence an objective assessment is in place;
- Describe the frequency of objective assessment administration
- Provide evidence of a systematic process to analyze the results of the objective assessment

Narrative (limit 1,970 characters): Describe the plan to assess student academic need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. Provide detailed evidence of a comprehensive, systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs

IDENTIFYING STUDENT NEED: Our plan to assess student need begins with the use of the objective, research-based Achieve Test, a criterion-referenced test that meets the standards of validity and reliability as set forth in the American Educational Research Association's "Standards for Educational and Psychological Testing" (1999). We use the Achieve Test, which aligns with the Michigan Content Standards (MCS), and measures basic skill levels, for our pre-, mid- and post-assessments for our K-12 ELA and MATH students.

PRESCRIBING AN INSTRUCTIONAL PLAN: Within 48 hours of a student signing up for our program, our Site Coordinator, Director or Co-Director contacts parents/guardians, classroom teachers, and key district personnel to arrange for the student's pre-assessment, and to gather other information about the student's needs such as previous state test scores, report cards, IEP/504 Plans (if applicable), and feedback from

parents/guardians and classroom teachers. We use this information, as well as the pre-assessment results, to create a draft of the student's individualized learning plan (ILP) and prescribe an instructional plan that is based on each student's individual needs, skills, and knowledge gaps. Parents/guardians must approve the ILP before the tutoring begins.

FREQUENCY OF STUDENT ASSESSMENT: We assess students using the objective Achieve Test before tutoring begins to assess student need, mid-program to ensure that students are progressing toward the goals outlined in their ILP, and at the program's conclusion to measure overall academic growth. We also assess students' academic progress at least weekly using built-in curriculum assessments. Tutors review these interim assessment results at least weekly, and write formal progress reports once a month. Progress reports detail the student's assessment results as well as the tutor's observations on the student's behavior, attendance, attitude, struggles and daily achievements.

Criterion 7 (10 points):
Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Communication Plan

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15).

Evaluation: The application will be evaluated on the applicant entity's plan for communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). The applicant must:

- Provide evidence that written progress reports occur regularly;
- Provide evidence that communication between the applicant and the stakeholders is documented;
- Describe the process for obtaining parent feedback related to their child's instructional goals.
- Describe how the processes may address parent reluctance or non-responsiveness to the applicant's efforts to engage and communicate with the parent about instructional goals and the child's progress.

Narrative (limit 1,970 characters): Describe the plan for obtaining parent feedback related to identification of specific instructional goals and communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s).

COMMUNICATING STUDENT PROGRESS: Within 48 hours of a student signing up for our program, our Site Coordinator, Co-Director, or Director initiates communication with parents, classroom teacher(s), and district staff. We maintain ongoing communication with the district, emailing or calling representatives, and attending district-sponsored provider meetings at least every two weeks. Our Site Coordinators maintain ongoing contact with the classroom teachers, talking to them in-person, or via telephone or email. Tutors maintain ongoing communication with parents, speaking at least once a week in-person when the parent picks up their student from the tutoring session, or by calling, emailing, mailing or sending informal progress reports home with the student. Formal, written progress reports are sent by U.S. mail or hand delivered to parents; emailed to classroom teachers; and communicated by whatever means is most convenient for the district. These reports include session dates, tutoring hours completed, curriculum material covered, assessment/lesson scores, progress toward ILP goals (mastery/non-mastery of skills), tutor observations, next steps.

FREQUENCY OF COMMUNICATION: Tutors provide informal progress reports at least once every two weeks and a formal, written progress report each month. We also provide an end-of-program progress report to all stakeholders.

OBTAINING PARENT FEEDBACK: Upon enrollment, we invite parents to help create the ILP, and craft a program that will be of the greatest benefit to their student. Tutors communicate with parents throughout the program, at least weekly, talking to parents in-person after tutoring sessions, or via telephone or email. We schedule meetings and/or calls to accommodate the needs of working parents. If the parent's native language is not English, we make every effort to communicate in the language they prefer, and we translate all progress reports into the parent's native language.

Criterion 8 (5 points):
Fluency and Mechanics

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that entity leaders have a basic understanding of basic mechanics and grammar, and the ability to communicate effectively with parents, districts and employees.

Narrative: No additional narrative should be submitted for this criterion. The narrative supplied for criteria 1-7 will be used to demonstrate fluency and mechanics and as a basis for scoring Criterion 8.

Criterion 9 (5 points):
Applicants proposing to serve grade levels 7-12 and provide tutoring in math and science both to grade levels 7-12 will receive **5 bonus points** to be added to the total score. Bonus points do not apply to the minimum points required in each criterion.

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP). *Non-Regulatory Guidance, Supplemental Educational Services*, January 2009. Michigan's experience is that there is a great need for improved achievement in mathematics and science, particularly at the middle and high school grade levels.

Evaluation: 5 Bonus Points will be added to the total application score for those applicants proposing to serve grade levels 7-12 and provide tutoring in **mathematics and science both**, for grade levels 7-12. Bonus points do not apply to the minimum points required in each criterion. In order to receive Bonus Points, the provider must propose to offer mathematics and science, and **all** of the grade levels 7-12.

Narrative: No additional narrative should be submitted for this criterion. Information about meeting this criterion will be obtained from Section A, numbers 13 and 14.

SECTION C. ASSURANCES

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the MDE may invoke disciplinary action at any time, up to and including removal from the Approved List, based upon evidence that I have violated any of these Assurances.

1. The applicant entity certifies that the instructional program described in the application is the instructional program that will be offered to students.
2. The applicant entity certifies that the instruction and content that will be offered is secular, neutral, and non-ideological.
3. The applicant entity is responsible for payment of all payroll taxes and other business expenses or fees.
4. The applicant entity will be available to provide services in a district as required by the district's enrollment procedures or contract.
5. The applicant entity will serve all qualified eligible children whose parent(s)/guardian(s) register for services from the applicant entity, on a fair and equitable basis and in accordance with the terms specified in the application.
6. The applicant entity will promptly notify the district, in writing, within three business days, if it does not meet its minimum or exceeds its maximum number of students.
7. The applicant entity will provide parent(s)/legal guardian(s) of children receiving services, and district personnel, information on students' academic progress in an understandable format and language on a regular basis consistent with this application.
8. The applicant entity will provide evidence to the district (before services are delivered) that individuals providing services to children have successfully completed fingerprinting and criminal background checks as required in the district contract.
9. The applicant entity will not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parent(s)/guardian(s). All public requests for student information should be directed to the district.
10. The applicant entity ensures that the entity is financially sound and agrees to notify the MDE and district, in writing within ten business days, if and when it is no longer financially sound.
11. The applicant entity agrees to follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times. This includes, but is not limited to, provision of occupancy permits and fire marshal reports to districts, if requested.
12. The applicant entity will not discriminate on the basis of race, national origin, sex, or disability in accepting students and providing students with SES under Title I (in general, a provider may not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 if a student can, with minor adjustments, be provided SES designed to meet the individual educational needs of the student).
13. The applicant entity will provide services consistent with the qualified student's individualized education program under the Individuals with Disabilities Education Act (IDEA) if the student is covered under IDEA or Section 504 of the Rehabilitation Act of 1973 if the entity proposes to serve such students.
14. The applicant entity will comply with the MDE Standards for Monitoring SES Providers. The applicant entity agrees to make all documents available to the MDE or district for inspection/monitoring purposes, and participate in site visits at the request of the MDE or the district.
15. The applicant entity agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
16. The applicant entity further ensures that it will provide written notification to MDE, when SES will no longer be provided, thirty days prior to termination of services.

SECTION D. SES PROVIDER CODE OF ETHICS

VIEWALLREPORTS
By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of section of the SES Code of Ethics.

1. Providers must accurately and completely describe services to consumers in terms that are easy to understand. Reading level for informational materials should be no higher than eighth grade.
2. Providers must create and use promotional materials and advertisements that are free from deception. Deception may include, but is not limited to, misrepresentation through implied or stated endorsement for the provider by a school district, school building or its staff or representatives.
3. Providers must not misrepresent to anyone the location of a provider's program or the approval status of a program. If the location of services is dependent upon a minimum student enrollment or the approval of a district, the provider shall indicate the applicable contingencies in its marketing materials.
4. Providers must not publicly criticize or disparage other providers.
5. Providers must not engage in false advertising about other providers' programs.
6. Providers must comply with each district's enrollment procedures.
7. Providers must not distribute a district enrollment form that has the selected provider's name pre-printed as part of the form. The provider may not modify or alter the district enrollment form in any way.
8. Providers must not encourage or induce students or parents to switch providers, once enrolled, without approval by the district. Providers may not create or distribute enrollment change forms for this purpose.
9. Providers must maintain a system of addressing consumer grievances and concerns and must immediately report any grievances to both the district and MDE.
10. Providers must not charge districts more than the maximum hourly rate identified in the application, nor charge districts any additional fees.
11. Providers must not make payments or in-kind contributions to a district, exclusive of customary fees for facility utilization or transportation.
12. Providers must not compensate district employees in exchange for access to facilities, registration, to obtain student lists, or to encourage any district employee to violate district policies or procedure including conflict of interest.
13. Providers must not solicit or accept an exclusive arrangement with any district or school (including, but not limited to, an exclusive right to conduct in-school assemblies or other marketing activities).
14. Providers may not seek access to individual classrooms or interrupt instructional time during the school day for any reason.
15. Providers may not employ any SES-eligible or enrolled student.
16. Each parent of an eligible student who is hired by a provider must have a written job description and must be compensated on the same basis as all other employees of the provider who perform similar work. No parent may receive any commission or other benefit related to the enrollment of their child in a provider's program, nor may a parent be subject to any employment action by the provider on account of the parent's selection of an SES program for their child.
17. Any school personnel employed by an SES provider shall not recruit students to a provider's program, engage in marketing activities on behalf of a provider, or otherwise promote or encourage students to enroll in a specific provider's program. This restriction does not apply to school districts that are approved SES providers. Please see #20 below for specific guidance regarding marketing and recruiting in school districts that are approved SES providers.
18. Providers shall not employ any district employees who currently serve in the capacity of Principal, Assistant Principal, building SES Coordinator, or district SES Coordinator.
19. Providers shall not employ any individuals, including teachers, parents or community leaders, who have any decision-making authority over a school district or school site. The sole exception shall be in school districts that are considered rural and where there are few providers.
20. Where a school district or a school is also an approved provider of SES, district personnel assigned SES provider responsibilities shall avoid all conflicts of interest or favoritism, including the following:
 - a. Individuals employed by the district for this purpose shall not present marketing or recruitment information on any occasion unless all other providers approved for the schools served are offered the same opportunity to present information or recruit students.
 - b. The district shall ensure that the individual has no greater access to parents and students at provider fairs, school assemblies, and other, similar occasions than is afforded to all other providers. "Access" means the amount of speaking time available, the space used, and any other resources allocated to providers.
 - c. Individuals serving as an approved SES provider shall have duties that are entirely distinct from those of any other district employee who performs oversight with respect to the provision of SES. This prohibits the district SES provider from duties such as serving as the district's liaison to all SES providers within a school or schools, or assigning students to other providers.
21. Before or during the registration period, providers must not distribute any objects (such as gift cards, money, pencils, balloons, candy, Frisbees, tote bags, etc.) to parents or students. Informational program materials should be printed on paper.
22. Before or during the registration period, providers must not verbally or nonverbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
23. Informational program materials, including the 150-word program summary, must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.

24. During the provision of SES, providers may not exceed a total of \$20.00 per student annually for rewards. These rewards may not be identified in any written informational material or identified verbally to parents until AFTER enrollment.
25. Technology-based providers may not advertise computers as a reward for program completion. Students may keep computers at the cessation of tutoring services, but providers must fully disclose information about the computers as detailed in the MDE Policy of December 15, 2008. This information may not be included in any written informational material or identified verbally to parents until AFTER enrollment. Computers are not subject to the \$20.00 annual cap on rewards.
26. Providers must not attempt to influence or bias parents when performing an evaluation of the provider's services and achievement of the student's individualized learning goals.
27. A provider shall not use information provided by parents of SES-enrolled students for any commercial purpose without securing the parent's prior written consent for the intended use of the specified information, except that a provider may use parental contact information to communicate about SES with the parents of students served by that specific provider in any prior year.
28. Providers must serve substantially all students registered and immediately communicate to the district any students who cannot be served or who drop out of the program.
29. Providers may not solicit confidential information on minor students without the written consent of parents and/or the school district. This includes, but is not limited to, collecting student or parent information such as addresses, phone numbers, or email addresses.

SECTION E.

Reference List:	Reference List.pdf
Business License:	Business License.pdf
Insurance or Insurance Quote:	Insurance.pdf
Cash Flow:	Cash Flow.pdf
Expense Minimum:	Expense Minimum and Maximum.pdf
Expense Maximum:	Expense Minimum and Maximum.pdf
Evidence of Cash-on-Hand:	Cash-on-Hand.pdf
Billing and Payment:	Billing and Payment.pdf
Financial Narrative:	Financial Narrative NEW.pdf

Criterion 1: Financial Soundness and Management Structure

To The Top aims to serve a minimum of 25 and maximum of 500 students in each eligible district. As our documentation demonstrates, we have \$209,716.51 cash-on-hand, which is more than enough to cover the \$183,861 required for six months of operation. Expenses include advertising, bank service charges, health insurance, liability insurance, program materials, snacks, supplies, salaries, staff development, community use, legal services, rent, telephone, and subscription dues. We have attached a copy of current general liability insurance. Our insurance expenses total \$1,900 and we are covered for up to \$1,000,000. Expenses for insurance are covered in our cash flow documents and in our minimum and maximum expenses. Please see the following uploaded documents for evidence of our financial soundness:

Cash-on-Hand: Please see our uploaded attachment in **Section 3.5.1** for our Savings Account statements.

Cash Flow: Please see our uploaded attachment in **Section 3.5.1** for our 12-month Cash Flow documents.

Comprehensive Lists: Please see our uploaded attachment in **Section 3.5.1** for our Minimum/Maximum Expenses.

Business License: Please see our uploaded attachment in **Section 3.5.1** to see a copy of our Business License.

Insurance Documentation: Please see our uploaded attachment in **Section 3.5.1** for our Insurance Documents.

Invoices: Please see our uploaded attachment in **Section 3.5.1** for our Sample Invoices.

Hourly Fee/Calculated Hours of Instruction:

\$2,000	/	Maximum fee per hour	=	Calculated hours of instruction	>	Minimum number of hours required
\$2,000	/	\$45	=	44	>	35

TO THE TOP LLC

COMPREHENSIVE LIST OF EXPENSES

Minimum Number of Students: 25
Maximum Number of Students: 500

EXPENSES	MINIMUM NUMBER OF STUDENTS (25)	MAXIMUM NUMBER OF STUDENTS (500)
Salaries	\$6,800.00	\$136,000.00
Program Materials	\$500.00	\$9,000.00
Community Use	NA – Would tutor minimum elsewhere	\$5,000.00
Snacks	\$250.00	\$5,000.00
Liability Insurance	\$1,900.00	\$1,900.00
Staff Development	\$1,000.00	\$2,500.00
Advertising	\$250.00	\$500.00
Rent/Lease	\$12,000.00	\$12,000.00
Supplies	\$200.00	\$500.00
Cell Phones	\$5,400.00	\$5,400.00
Bank Service Charges	\$60.00	\$60.00
Subscription/Dues	\$1,200.00	\$1,200.00
Health Insurance	\$3,900.00	\$3,900.00
Legal Services	\$900.00	\$900.00
Total	\$34,360.00	\$183,860.00

TO THE TOP LLC

COMPREHENSIVE LIST OF EXPENSES

Minimum Number of Students: 25
Maximum Number of Students: 500

EXPENSES	MINIMUM NUMBER OF STUDENTS (25)	MAXIMUM NUMBER OF STUDENTS (500)
Salaries	\$6,800.00	\$136,000.00
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Snacks	\$250.00	\$5,000.00
Liability Insurance	\$1,900.00	\$1,900.00
Staff Development	\$1,000.00	\$2,500.00
Advertising	\$250.00	\$500.00
Rent/Lease	\$12,000.00	\$12,000.00
Supplies	\$200.00	\$500.00
Cell Phones	\$5,400.00	\$5,400.00
Bank Service Charges	\$60.00	\$60.00
Subscription/Dues	\$1,200.00	\$1,200.00
Health Insurance	\$3,900.00	\$3,900.00
Legal Services	\$900.00	\$900.00
Total	\$34,360.00	\$183,860.00

Invoice for:
Invoice Number:
Date Submitted:
Vendor Number:

Created By:
All Sessions
PO Number:

Invoice Summary

Session	Number of Students	Number of Invoiced Hours	Number of Billable Hours	Rate
34-1: : Math/Reading				
34-3: : Math/Reading				
34-4: : Math/Reading				
34-5: : Math/Reading				
34-6: : Math/Reading				
34-7: : Math/Reading				
34-8: : Math/Reading				
34-11: : Math/Reading				
34-12: : Math/Reading				
34-13: : Math/Reading				
34-14: : Math/Reading				
34-15: : Math/Reading				
34-16: : Math/Reading				

Note: The Grand Total may differ from the sum of the individual session amounts due to rounding.

Please attach to this invoice:

- 1.) Plan of Work must be inputted in the Cayen system and approved by the District before Invoicing.
- 2.) Assessment report(s) showing pre- and post-test results by student printed from Academics Plus.
- 3.) Monthly recaps signed by building coordinators for providers assigned to schools, or parent's signature for off site providers verifying the monthly attendance.

Failure to submit these completed documents will result in a delay of payment for this invoice by Detroit.

I, the undersigned, certify that the information on this invoice and attached to this invoice is correct to the best of my knowledge.

Signature of Provider Rep.

Date

Michigan Department of Labor & Economic Growth

Filing Endorsement

This is to Certify that the ARTICLES OF ORGANIZATION (DOMESTIC LLC.)

for

TO THE TOP, LLC

ID NUMBER: D1788N

received by facsimile transmission on April 20, 2007 is hereby endorsed

Filed on April 20, 2007 by the Administrator.

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.



In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 20TH day of April, 2007.

, Director

Bureau of Commercial Services

Reference List

Section E: Citations List for Criterion 3

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Berninger, V.W., & Wolf, B. (2009). *Helping students with dyslexia and dysgraphia make connections: Differentiated instruction lesson plans in reading and writing*. Brookes Publishing Company. Retrieved from EBSCOhost.

Bransford, J.D., Brown, A.L., & Cocking, R.R. (Eds). (2000). *How people learn: brain, mind, experience, and school*. Washington, DC: National Research Council.

Ellis, D.K., Ellis, K.A., Huemann, L.J., & Stolarik, E.A. (2007, June 1). *Improving Mathematics Skills Using Differentiated Instruction with Primary and High School Students*. Online Submission, Retrieved from EBSCOhost.

Heilman, A.W., Blair, T.R., & Rupley, W.H. (2002). *Principles and practices of teaching reading* (10th ed.). Upper Saddle River, N.J.: Merrill Prentice Hall.

Kim, A., Vaughn, S., Wanzek, J. & Wei, S. (2004). Graphic organizers and their effects on the reading comprehension of students with LD: A synthesis of research. *Journal of Learning Disabilities* 37.

Morrow, L.M. (2001). *Literacy development in the early years: Helping children read and write* (4th ed.). Boston: Allyn & Bacon.

Musti-Rao, S., & Cartledge, G. (2007). Effects of a supplemental early reading intervention with at-risk urban learners. *Topics in Early Childhood Special Education*.

National Council of Teachers of Mathematics. (2000). *Professional standards for school*

mathematics. Reston, VA: author.

National Reading Panel. (2000). *Teaching children to read: An Evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the Subgroups* (NIH Publication Number 00-4769). Washington DC: National Institute of Child Health and Human Development.

Ruddell, R.B. (2002). *Teaching children to read and write: Becoming an effective literacy teacher* (3rd ed.). Boston, MA: Allyn & Bacon.

Rupley, W.H., Blair, T., & Nichols, W.D. (2009). Effective reading instruction for struggling readers: the role of direct/explicit teaching. *Reading & Writing Quarterly*, 25, n 2-3.

Ruzic, R. & O'Connell, K. (2001). *Manipulatives*. National Center on Accessing the General Curriculum: <http://www.cast.org/ncac/index.cfm?i=1666>

Smith, K.S., & Geller, C. (2004). Essential principles of effective mathematics instruction: methods to reach all students. *Preventing School Failure* 48(4): 22-29.

Xiong, I. (2010, January 1). Innovative instructional strategies and improved math learning among grades 2 to 6 students. *ProQuest LLC*, Retrieved from EBSCOhost.



Burns & Wilcox

120 Kaufman Financial Center, 30833 Northwestern Hwy.
Farmington Hills, MI 48334
(800) 981-5900 Fax: (248) 932-9060

SP00174028

Quote is valid until 6/19/2011

Re: **TO THE TOP LLC**

To:

From: Robert Splan

Please bind effective: _____

Confirm optional coverages:

- ☐ Do not include any optional coverages.
☐ Include the following optional coverages from Section III
 (Taxes & Fees may apply to optional premium if purchased)
☐ Option 1 - Defense Only Sublimit for Sexual Abuse/Molestation

Signature: _____

Professional - 1,188.00
 Sexual abuse - 178.00
 Tax & broker fee - 87.15
1,453.15

I. PREMIUM AND UNDERWRITING NOTES/REQUIREMENTS

SPECIFIED PROFESSIONS POLICY INFORMATION				
Carrier:	Mount Vernon Fire Insurance Company (Non Admitted)			
Status:	Non-admitted			
A.M. Best Rating:	A++ (Superior) - IX			
Limit of Liability	\$1,000 DEDUCTIBLE	\$2,500 DEDUCTIBLE	\$5,000 DEDUCTIBLE	\$7,500 DEDUCTIBLE
<input type="checkbox"/> \$250,000/\$250,000	\$688	\$653	\$636	\$619
<input type="checkbox"/> \$250,000/\$500,000	\$875	\$831	\$809	\$788
<input type="checkbox"/> \$500,000/\$500,000	\$1,000	\$950	\$925	\$900
<input type="checkbox"/> \$500,000/\$1,000,000	\$1,188	\$1,128	\$1,098	\$1,069
<input checked="" type="checkbox"/> \$1,000,000/\$1,000,000	\$1,250	\$1,188	\$1,156	\$1,125
<input type="checkbox"/> \$1,000,000/\$2,000,000	\$1,500	\$1,425	\$1,388	\$1,350
<input type="checkbox"/> \$1,000,000/\$3,000,000	\$1,625	\$1,544	\$1,503	\$1,462
<input type="checkbox"/> \$2,000,000/\$2,000,000	\$1,812	\$1,722	\$1,677	\$1,631
ADDITIONAL QUOTE INFORMATION				
Retroactive date: Inception Date of Policy				
Classification: Solely in the Performance of Professional Services as a(n) Tutor/ Teacher for others for a fee.				
Coverage is provided on a Claims Made basis.				
ADDITIONAL COSTS INCLUDE				
Michigan Surplus Lines Tax	+ \$53 Policy fee		2.5%	

Please note that we will not be able to bind coverage until we satisfy all Prior to Binding requirements.

Prior to binding, this account is subject to the following:

- An updated USLI Specified Professions Application will be required if coverage is bound after 5/29/2011

Underwriting Notes:

- This class is ineligible for the businessowners package.

Please contact us with any questions regarding the terminology used or the coverages provided.

Read the quote carefully, it may not match the coverages requested

Agent is responsible for filing excess and surplus lines taxes.

REQUIRED FORMS & ENDORSEMENTS

(11-99)	Service of Suit	SP-210 (10-99)	Retroactive Date Endorsement
SA	Application	SP-219 (10-99)	USA & Territories Endorsement
F-001	Absolute Pollution Exclusion - Professional	SP-273 (07-07)	Defense Costs Within The Limit Of Liability Endorsement
F-002	Mold, Fungus, Bacteria, Virus And Organic Pathogen Exclusion - Professional	SP-POL (10-99)	Specified Professions Errors and Omissions Liability Insurance Policy

OFFER OF OPTIONAL COVERAGE(S)

Based on the information provided, the following additional coverages are available to this applicant.

Coverage Code	Additional Premium	Additional Costs
11 Defense Only Sublimit for Sexual Abuse/Molestation \$35,000/\$35,000	15% - Apply to premium shown for limit selected in Section I.	Refer to the Additional Costs grid in Section I to calculate taxes.

Important Information

- If Defense Only Sublimit for Sexual Abuse/Molestation is purchased SP-274 - Defense for Allegations of Sexual Abuse/Molestation Coverage Endorsement will be added.

\$178.00

Worker's Compensation Proposal
Proposed with
Hartford Fire Insurance Company
4/19/2011 to 4/19/2012

Part I – Workers' Compensation Insurance (Coverage A and C)

Statutory Coverage as provided by the following states:

Michigan

Coverage includes Medical and Loss of Income Benefits for injuries arising out of a work related injury.

Part II – Employers Liability Insurance (Coverage B)

Limits of Insurance

Bodily Injury By Accident	\$ 500,000	Each Accident
Bodily Injury By Disease	\$ 500,000	Policy Limit
Bodily Injury By Disease	\$ 500,000	Each Employee

Rating Information:

State: Michigan Location: 01

Location Address: 18498 BIRCHCREST
DETROIT, MI 48221

Class Code	Description:	Rate:	Premium Basis (Rate per \$100 of Exposure)	Class Premium:
8810	Clerical Office Employees	.19	5,000	\$ 10.00

State Recap:

Total Class Premium	\$ 10.00
To Equal Increased Limits Minimum Premium	\$ 100.00
To Equal Minimum Premium	\$ 25.00
Total Estimated Annual Standard Premium	\$ 135.00
Expense Constant 0900	\$ 200.00
Terrorism (9740) 5,000	.0100 \$ 1.00
Catastrophe (9741) 5,000	.0100 \$ 1.00
Total Estimated Annual Premium	\$ 337.00

Notes

Premium is based on an estimated payroll and subject to annual audit.

At the inception of the policy period our records show that you have employees located in the following states:
Michigan

If you have employees working in any other states, please notify our office immediately.

Sole Proprietors are not automatically covered for Workers' Compensation Coverage and must elect to be covered.

No single endorsement combines as many workers' compensation enhancements as our broad form. Both our no-cost basic version and our inexpensive extended version, exceed legal requirements.

Merit Mods are tentative and subject to final calculation.

- Our basic broad form offers a number of enhancements at no additional charge. A few of these coverages include: *(not applicable in all states)*
 - Voluntary Compensation Covered
 - Employer Liability Stop Gap in Monopolistic States
 - Pay for reasonable Expenses, including Loss of Earnings
- Our Extended broad form includes coverages in the Basic broad form and provides several additional coverage for an added charge: *(not applicable in all states)*
 - 500/500/500 Employers Liability Limits
 - Foreign Voluntary Compensation
 - Longshore and Harbor Workers' Compensation Act Coverage Endorsement